Introduction to FASD

Webinar Series
Part 1 of 4
Introductions – Our Team

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Disclosure

The presenters have no financial relationship to this program.
Objectives

1. Examine the importance of education related to the impact of FASD on students.
2. Demonstrate increased confidence in discussions with parent/caregivers about FASD.
3. Determine what types of interventions are effective for students with FASD.
FASD vs FAS
FASD: Umbrella term describing a range of lifelong effects that can occur in a person whose mother drank alcohol during pregnancy.
The brain is the organ typically affected and can be damaged by alcohol at any time during pregnancy.
“Of all the substances of abuse (including cocaine, heroin, and marijuana), alcohol produces by far the most serious neurobehavioral effects in the fetus.”

– Institute of Medicine Report to U.S. Congress, 1996
Fetal Alcohol Syndrome (FAS)

• A permanent birth defect syndrome caused by maternal alcohol drinking during pregnancy.
• FAS is the leading preventable cause of intellectual disability in the Western world.
Characterized by:

- Growth deficiency
- A unique pattern of facial features
- Severe brain dysfunction including structural neurological, and/or functional abnormalities.
Students with undiagnosed FASD may have an incorrect diagnosis...
Do these behaviors sound familiar?
Student Behavior

• Overstimulated in social situation (a crowded classroom or hallway, or among strangers)
• Overreacts to situations with surprisingly strong emotions
• Displays rapid mood swings set off by seemingly small events
• Poor attention span
• Has trouble completing tasks
Why does diagnosing make a difference?
By Understanding How FASD Impacts Students We Can...
• Create an environment responsive to the unique needs
• Design appropriate and timely interventions
• Facilitate diagnosis
• Collaborate with families to advocate for services
• Improve academic outcomes and quality of life
PAUSE...
Think About...

Where to Start?
How do you think about family and community engagement?
Need to understand and shift our thinking
Models of Family Engagement

1. Based on White, middle class norms
2. These models shape how school interact with families
3. Power dynamics and social capital at play
Hard to -

DISRUPT
Why Does this Matter?
History of injustices against Native Americans combined with poor educational practices makes it difficult for many to trust or form relationships with teachers or related service personnel.
Need to understand this context and consider your own perspectives prior to engaging with families around disability
How do we view disability?

• Something wrong with a person’s body
• Someone can’t do things or learn “normally”
• Labels – alphabet soup
• Why does this matter?
THE MEDICAL MODEL OF DISABILITY

IMPAIRMENTS AND CHRONIC ILLNESS OFTEN POSE REAL DIFFICULTIES BUT THEY ARE NOT THE MAIN PROBLEMS

THE INDIVIDUAL

PROBLEM

PROBLEM

PROBLEM

PROBLEM

PROBLEM

PROBLEM

PROBLEM

TRADITIONAL VIEW

DISABILITY IS CAUSED BY

PHYSICAL

SENSORY

MENTAL

IMPAIRMENT

THE INDIVIDUAL

IS IMPAIRED

IS THE PROBLEM

FOCUS OF THE MEDICAL PROFESSION

'CURE' ALLEYING THE EFFECT

IMPAIRMENT
THE SOCIAL MODEL OF DISABILITY

SOCIETY

BARRIERS

BARRIERS

BARRIERS

BARRIERS

SOCIAL 'BARRIERS'

ENVIRONMENT

INACCESSIBLE BUILDINGS

LANGUAGE

SERVICES

COMMUNICATION

ATTITUDES

PREJUDICE

STEREOTYPING

DISCRIMINATION

ORGANISATIONS

INFLEXIBLE PROCEDURES

PRACTICE
Focus on supports versus what they can’t do
How do you connect?
A few strategies for partnering

1. Reach out to Parents and Families early
2. Determine the best method of communication
3. Clearly explain parental rights
4. Communicate progress
5. Open the school/classroom
6. Participation
7. Go to the community – spend time
Resources for Family/Community

- Families Moving Forward Project
- National Organization of Fetal Alcohol Syndrome
  http://www.nofas.org/
- Center for Parent Information and Resources
  http://www.parentcenterhub.org
Resources for Educators/School Personnel

• UW FAS Diagnostic and Prevention Network: https://depts.washington.edu/fasdppn/index.htm
• Center for Disease Control and Prevention https://www.cdc.gov/ncbddd/fasd/index.html
More Resources...

• FASD Educational Strategies Handbook

• Understanding Overlapping Features
Substance abuse and mental health services administration:
Questions

?...
Thank You